

Alternative Education On-site Monitoring Visit Rubric

Reviewer: Sue Foxx

Date: 10/16/07

Alternative Education Program: LIFE & Jr. LIFE (2305-2 & 4)
School Corporation: Elkhart Community Schools

Contact Person: Clyde Riley
Phone: 574-295-4903

Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	S	U	COMMENTS
Corporation and Community Support	-Board minutes -Letters of support -Joint agreements -Newspaper articles -Advisory Group list	Newspaper articles Advisory Group	X		Newspaper articles highlight programming for community. PR committee working on website. Program works closely with Probation as part of a team approach. Advisory group includes parents, Hispanic leaders, community agencies. Orientation sessions 1x a week for new students/parents. Also conduct parent information sessions on gang awareness.
Alternative Education Components	-Curriculum -Instructional Methods -Scheduling -Engagement strategies -ISP -Grant application	Course Syllabus Self-paced Differentiated Instruction Modified schedule Grant	X		Curriculum follows corporation but uses different approaches/materials as needed. HS work is self-paced and facilitated by the teacher who may have students in various classes at one time (1/2 day academic, 1/2 work/vocational component). Self or counselor referred. Some courses are delivered through PLATO courseware. Must complete 3 credits per semester to stay in program. MS attend full day and are referred for discipline issues. Programming is designed with behavioral interventions such as a behavior sheet and incentives. MS teachers use direct instruction individualized to student. Peer mentor program for reading. River/neighborhood clean-up community service events tied to curriculum. MS did service at stables, Red Cross, and homeless shelter. Need copy of Individual Service Plan.
Small positive learning environment for students/staff	-Staff & Student roster -Prof. development plan -School Improvement Plan -Advisor/Advisee programming Staff meeting agenda	Rosters Professional Dev. follows corporation plan Staff Meeting agenda Advisor/Advisee Mtgs.	X		Small learning environment with 14 teachers/12 assistants. Teacher student ratio appropriate. Professional Development Plan same as corporation. Teacher from program sits on School Improvement Committee. Need to insure that waiver from credit definition is written into SIP. Madison Center provides mental health component as needed. Counselors conduct student groups to address issues like gangs or grief/loss. Weekly staff meeting occurred at end of visit. Also have team meetings on

					<p>Mondays, Community meetings on Wed. and PAC meetings on Thursday.</p> <p>Each student has an advisor that they meet with each day. Advisors meet with other teachers and act as an advocate for the student.</p> <p>Monthly recognition program/Awards banquet at end of year.</p>
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On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Programs receiving a “U” in any component will be required to address deficiencies.

COMPONENT	DATE	S	U	COMMENTS
Programming matches description in grant application.	10/16/07	X		<p>Programming matches the description in the Renewal Grant and serves MS/HS.</p> <p>½ academic component and ½ work/vocational component for HS.</p> <p>Combination of teacher directed and computer-based programming.</p>
Students appear engaged.	10/16/07	X		<p>Observed students working independently on a variety of courses in several rooms. Students were engaged and were seen getting individual attention from the teacher as needed. Student in geography stated that he liked working at his own pace and indicated a desire to stay until completion. Many students were gone to the local bowling alley for PE.</p> <p>MS student explained rock project for science and several other projects (beetles/pond study/brine shrimp) designed to make the learning more experiential.</p>
Location supports a positive learning environment.	10/16/07	X		<p>Program operates out of facility that was previously designed to teach independent living skills. While teachers have made the best of the situation, some rooms are very small and should be remodeled to improve supervision and academic opportunities.</p>
Teachers appear knowledgeable and caring.	10/16/07	X		<p>Teachers quietly responded to student requests for assistance. Teachers</p>

				also monitored the pace of completion and worked one on one with students. Staff appeared flexible and able to adapt programming to meet student needs. Interchanges with students were positive and encouraging.
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Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

COMPONENT	SUGGESTED DOCUMENTATION	C	NC	COMMENTS
Policies & Procedures	-Student Handbook -Entrance/Exit Criteria	X		Handbook for Elkhart Community Schools used. Students are referred as an alternative to expulsion for MS and recommended by a HS administrator for HS. The student and their parent attend an orientation with the LIFE/Jr. LIFE principal. Entrance/Exit criteria should be formalized to insure students meet eligibility criteria and can be successful in the program. Teachers indicated that approximately 50% of MS and 30% of HS students were special education students. This is a concern since there were limited special education teachers and the MS special education teacher was also the English teacher. Alternative education programs are intended for highly at risk students not covered by other funding. The expectation would be for the special education population in the alternative education programs to mirror the percentage in a typical classroom.
Staff Qualifications and Employment by Corporation	-Licenses (Teacher, Administrator, Social Worker, Counselor) -Documentation from HR dept. -HQ document	X		Licensed teachers are employed by the corporation. They are licensed for most courses but may act as a facilitator for some packet/computer-based courseware.
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies	X		Previous school special education facility. Safety plans and drills for facility follow requirements in corporation. Transportation provided.

	-Transportation policies (as applicable)			
Financial viability	<ul style="list-style-type: none"> -Other Grants applied for/received -Description of how last alt ed distribution funds were spent -Description of corporation 1/3 match. 	X		<p>No outside grants at this time.</p> <p>Budget exceeds required match and allocated primarily to staff, technology, and materials.</p>
2 Hour Session/ School Day	-School schedule	X		<p>HS students attend a ½ academic day with ½ in work/ vocational area.</p> <p>MS is a ½ academic day with social skill, art and PE instruction.</p>